

Indicators 9 & 10: Calculating Disproportionate Representation Due to Inappropriate Identification

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Indicator 9 & 10: Language in the SPP/APR

The measurements for these SPP/APR indicators are as follows:

Indicator 9 - Percent of divisions with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification; and

Indicator 10 - Percent of divisions with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Indicator 9 & 10: OSEP Required Data Source and Measurement

Data sources include data collected on Table 1 (December 1 Child Count), Fall Membership; and

The VDOE uses a two-step analysis to determine disproportionality.

- **First, a risk ratio measure is applied to division level data to identify potential disproportionality;**
- **Second, the division conducts an analysis of individual student records to determine if the disproportionate representation is due to inappropriate identification.**

Indicator 9 & 10: Virginia Methodology

For step one, Virginia applied a form of the risk ratio recommended by OSEP, the same option chosen by 44 states to meet the requirements of Indicator 9 and 10.

The computation was calculated at the division level and a small n filter was applied to control for very small populations.

Indicator 9 & 10: Virginia Specific Criteria

Potential Disproportionality – The degree to which students in specific racial groups may or may not be at higher risk for being identified as having a disability and/or in a specific disability category compared to students not in that racial group.

Virginia's Formula: Special Education Identification (Indicator 9)

Divisions with <10 SWD in the specific racial group are excluded from the calculation

Count of SWD who are in the specific racial group (Fall Membership)

Count of all students who are in the specific racial group (Fall Membership)

Count of SWD who are not in the specific racial group (Fall Membership)

Count of all students who are not in the specific racial group (Fall Membership)

Divisions with <50 SWD in the comparison group are excluded from the calculation

Virginia's Formula: Disability Category(Indicator 10)

Divisions with <10 SWD in the specific racial group are excluded from the calculation

Count of SWD who are in the specific racial group and have a specific disability (December 1 Child Count)

Count of all students who are in the specific racial group (Fall Membership)

Count of SWD who are not in the specific racial group and have a specific disability (December 1 Child Count)

Count of all students who are not in the specific racial group (Fall Membership)

Divisions with <50 SWD in the comparison group are excluded from the calculation

Indicator 9 & 10: Disproportionate Representation

Divisions that meet the established small n requirements and exceed the risk ratio threshold of 2.0 will be deemed to have disproportionate representation. Therefore, required to complete the second step of the analysis of individual student records to determine if the disproportionate representation is due to inappropriate identification.

Indicator 9: Jefferson County Example

Example – Jefferson County

Race/ Ethnicity	Fall Membership (SWD)	Fall Membership (All Students)
White	140	1557
Black	34	161
Hispanic	6*	48*

* Minimum cell size not met

Calculation – Jefferson County (Black)

$$\frac{(34/161)}{(146/1605)} = \frac{(0.21)}{(0.09)} = 2.33 \text{ Risk Ratio}$$

Indicator 9 & 10: Disproportionate Representation

This measurement is not to be confused with significant disproportionality based on race and ethnicity as specified in §300.646(b)(2) of the IDEA regulations which requires the school division to reserve the maximum amount of funds under section 613(f) of the Act to provide comprehensive coordinated early intervening services (CEIS) to serve children in the division.

Indicator 9 & 10: Online Forms

DATA COLLECTION

SPECIAL EDUCATION DATA COLLECTION

The Individuals with Disability Education Act (IDEA) guarantees a free and appropriate public education in the least restrictive environment to all children with disabilities. The services and placement of students with disabilities who need special education, are developed through an Individualized Education Program (IEP), which is the responsibility of local public school divisions. The divisions are required to submit information and data for reporting, monitoring and compliance purposes. More information is available in the [Special Education](#) section of the website.

See the [Special Education and Student Services Public Data Calendar](#) for resources and timely information regarding state financial and data collection timelines.

Special Education Child Count Due: Dec. 18, 2013

To meet federal IDEA provisions, school divisions are required to make an unduplicated count of students with disabilities receiving special education on December 1st of each year.

- Report of Children with Disabilities Receiving Special Education on December 1, 2013 – Superintendent's Memo #272-13
- Specifications for Completing the December 1 Child Count Collection (PDF)
- Data Elements for Student Record Collection and December 1 Child Count 2013-2014 (PDF) | (XLS)
- 2013-2014 Presentation: December 1 Child Count Collection (PDF) | (PPT)
- December 1 Child Count Placement Codes (PDF)
- December 1 Child Count Tab-Delimited File Layout (PDF)
- 2013 December 1 Child Count Webinar – [Play Video](#)
- Early Childhood Placement Codes for Children Ages 0-5 (Word)

Special Education State Performance Report Indicator Data Collection

Reporting Period: July 1, 2013 through June 30, 2014

Indicator 7

- Early Childhood Outcomes Progress Summary Form (Word)
 - Instructions for Completing the Early Childhood Outcomes Progress Summary Form (Word)
 - Definitions for Outcome Ratings (PDF)
 - Decision Tree for Summary Rating Discussions (PDF)
 - Guiding Questions (Word)
- LEA Summary Report (XLS)

Indicators 9 & 10

- Indicator 9 Data Entry (XLS)
- Indicator 10 Data Entry (XLS)
- Indicators 9 & 10 Checklists & Instructions (Word)

The online forms are located here

Information Management

DATA COLLECTION

Student Record Collection

Master Schedule Collection

Testing & SOL

Finance

Instruction

Special Education

Student & School Support

Instructional Personnel

Federal Programs

Educational Registry Application (ERA)

Pre-Labor Day Opening Waiver Request

SOA Compliance (PACE) Report

SOQ Compliance & Certification Reports

Virginia Youth Survey

Resources:

SSWS Login

SSWS User Guide (PDF)

The Calendar of Reports (PDF)

Procedures for Data Collection & Reporting (PDF)

Registering Students From Language Backgrounds Other Than English (PDF)

Information Technology Security Policy Statement (PDF)

You May Also Be Interested In:

Statistics & Reports

OMEGA

http://www.doe.virginia.gov/info_management/data_collection/special_education/index.shtml

Indicator 9 & 10: Questions

If you have any questions about the data analysis for your school division, please contact Jeff Phenicie, APR coordinator, at (804) 786-0308 or

Jeff.Phenicie@doe.virginia.gov

If you have questions about the instructions, online forms, or submission to the VDOE, please contact Vivian Stith-Williams, education specialist, at (804) 225-4543 or

Vivian.Stith-Williams@doe.virginia.gov